**CURRICULUM MAP Reading 9 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 9: Integration of Knowledge and Skills**  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  **Grades 11-12 Specific Literature Standard:**  Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.  **Grades 11-12 Specific Informational Standard:**  Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.  a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints. | Students will be able to compare and contrast multiple texts with similar themes.  Students will be able to make comparisons of themes, topics or approaches. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * Why are literary similarities and differences important in understanding the underlying concepts of the human condition? * How do authors draw upon their sources to create original texts? * How does literature from a specific time period reflect the key social and political issues of that time period? * How does the comparison and contrast of multiple genres expose students to the human condition? * How does comparing multiple texts allow for deeper understanding through thematic connections? * How does literature reflect the social mores of the time period? * How do similar ideas bear different results among different peoples or works?   **Topical Questions:**  **Literature:**   * Identify foundational works in American literature and compare one or more themes from that same period. * Define themes in foundational American literature and demonstrate how both works treat similar themes and topics. * How does the message in one text compare to the message in a culturally different text?   **Informational:**   * What patterns in themes, purposes and rhetorical features can we find among seventeenth-, eighteenth-, and nineteenth-century foundational US documents? * What can be learn from reading and analyzing informational texts on topics related to diverse and non-traditional cultures and viewpoints? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The titles, authors, genres and themes of core and influential texts from the 18th, 19th and early 20th centuries. * How the above texts treat similar themes and topics. * The common connections between central themes and topics illustrated in texts from similar time periods (18th, 19th, 20th century American Literature | **Students will be able to. . .**   * Read texts from the 18th, 19th and early 20th centuries. * Identify and comprehend the genres, themes and topics of texts from the above centuries. * Compare and contrast how the genres, themes and topics are discussed and their level of importance from the varied texts within the multiple centuries. * Make connections between central themes and topics illustrated in multiple texts from the same time period * Demonstrate knowledge of staples in text from same time periods throughout American the history of American Literature |
| **CONTENT:** | |
| **Plays:**  *The Crucible* by Arthur Miller *The Death of a Salesman* by Arthur Miller *A Street Car Named Desire* by Tennessee Williams *The Glass Menagerie* by Tennessee Williams *Fences* by August Wilson  Senior Year:  *A Dolls House* by Henrik Ibsen  *Macbeth* by William Shakespeare  *Hamlet* by William Shakespeare  *A Cat in the Hot Tin Roof* by Tennessee Williams  *Three Tragedies* by Lorca  **Novels:**  *The Catcher in the Rye* by J.D. Salinger  *The Great Gatsby* by F. Scott Fitzgerald  *Black Boy* by Richard Wright  *Huckleberry Finn* by Mark Twain  Senior Year:  *A Thousand Splendid Suns* By Khaled Hosseini  *The Namesake* by Jhumpa Lahiri | |
| **VOCABULARY:** | |
| Compare, contrast, motif, theme, analyze, evaluate, annotate | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biased influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**  Performance Task:   * Students will write an essay about how two or more American texts from the same time period reflect societal values.   Self-Assessment Task:   * Write a reflective piece about how American society has changed from the foundations of American Colonialism until the present.   Self-Assessment:   * Students will write a 3 paragraph reflection responding to the following prompts:   What did I learn? What don’t I understand yet? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will identify the themes within specific texts * Students will complete a theme project in which they keep a running log of the motifs and themes within different works. * Students will write a two paragraph analysis comparing two works within similar time periods in which they reflect on how these works highlight societal, social, economical, and political climates. | |
| **RESOURCES:** | |
| Presidential Addresses, The Bill of Rights, The Declaration of Independence, texts from the eighteenth, nineteenth and early-twentieth-century | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Microsoft PowerPoint, Media Player | |